

Individualized Education Program (IEP)

Student _____ Birthdate _____ Date of IEP _____

Classification _____ Grade _____

Specialized instruction needed to advance toward annual goals and to be involved and progress in the general curriculum.

Services will be based on peer reviewed research to the extent practicable.

G = General education class, S = Special education class including resource, O = Other, D = Daily, W = Weekly, M = Monthly

•Special education services

Location

Amount of Time

Frequency

☐ G ☐ S ☐ O _____

☐ D ☐ W ☐ M _____

☐ G ☐ S ☐ O _____

☐ D ☐ W ☐ M _____

☐ G ☐ S ☐ O _____

☐ D ☐ W ☐ M _____

☐ G ☐ S ☐ O _____

☐ D ☐ W ☐ M _____

•Related services (if required for student to benefit from special education)

☐ G ☐ S ☐ O _____

☐ D ☐ W ☐ M _____

☐ G ☐ S ☐ O _____

☐ D ☐ W ☐ M _____

☐ G ☐ S ☐ O _____

☐ D ☐ W ☐ M _____

☐ G ☐ S ☐ O _____

☐ D ☐ W ☐ M _____

☐ Check if transportation will be provided as a related service.

•Program modifications or supports for school personnel and/or supplementary aids and services to student or on behalf of student in regular education programs

Frequency

☐ D ☐ W ☐ M _____

☐ D ☐ W ☐ M _____

☐ D ☐ W ☐ M _____

☐ D ☐ W ☐ M _____

•Projected date of initiation of these services, if other than date of IEP: _____

•Anticipated duration of the services: One year from initiation date, or other: _____

Regular Curriculum, Extra-curricular and Non-academic Activities

Except for special education class times and others noted above, the student will participate in the regular class, regular PE, extra-curricular and non-academic activities to the same extent as non-disabled students, or other exceptions (specify and explain)

Participation in Statewide and Districtwide Assessment

See attached addendum.

The IEP team considered the following special factors:

Behavioral strategies for the student whose behavior impedes his or her learning or that of others.

☐ No strategies needed

☐ Strategies addressed in IEP

Language needs for the limited English proficient student.

☐ No action needed

☐ Needs addressed in IEP

Braille instruction for the student who is blind or visually impaired.

☐ No Braille instruction needed

☐ Braille instruction addressed on IEP

Communication needs and /or services for all students, and for those who have special communication needs, such as a student who is deaf or hard of hearing.

☐ No services needed

☐ Services addressed in IEP

Assistive technology devices and services for the student who, without them, would not benefit from special education.

☐ No assistive technology needed

☐ Assistive technology addressed in IEP